

The General Assembly should ensure that all appointees of the Governor complete the confirmation process. This action would reinforce that the intent of the Constitution is upheld. The transparency of this appointment and confirmation process should be preserved, as intended.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The composition of the State Board of Education—with statewide elected officials, at-large appointees, and appointees representing eight educational districts—provides balance and statewide representation.

A review of minutes of Board meetings and conversations with interviewees revealed that attendance of some Board members has been sporadic. Sporadic attendance is especially evident with regard to constitutionally-appointed Board members who, perhaps due to the demands of their own positions, are unable to devote the time to State Board meetings and member duties. Inconsistent attendance or prolonged absences by Board members places greater responsibility, policymaking, and decision making in the hands of a smaller number of Board members.

Neither the state constitution nor state statutes provide for a means to remove a Board member for lack of attendance or other reasons.

RECOMMENDATION

Recommendation 3-4:

Enact legislation that defines the expectations for attendance and other responsibilities of State Board members, and the process by which Board members may be removed.

Providing a legislative mechanism to ensure that State Board members are fulfilling their responsibilities on a regular basis, and a legislative mechanism for addressing situations where Board members are not fruitfully fulfilling their responsibilities, in regular attendance, should ensure the integrity of the composition of the State Board of Education.

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

The General Assembly has created legislation authorizing a full range of stakeholders to hold advisory seats on the State Board of Education, as stated in **Exhibit 3-10**.

